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226 of bonito, communicated with this god to insure his favor during the coming bonito
776 season. The old men (*tupele*) decided which of the younger men should make up the
782 bonito-fishing group (*notanga*) for the season. None but the men of this group might fish *atu*. The *notanga* fishermen were fed by the old men, who gave them cooked taro to take with them each day they went fishing. The fish caught were all brought to the meeting place (*malae*) of the old men and there divided among the people of the island with the proviso that each man of the fishing group was allowed to have the head of the fish he caught in addition to his share of the flesh. The group which caught *atu* one year automatically became the group for securing *tule* fish the next year. All fish secured were similarly divided by the old men among the people. The men of the
226 868 *notanga* group, which consisted of about four canoe crews, each of five or six men, were taught the elements of *atu* fishing, the rules, tapus, and skills before the season started. There were no special names for the crew members. The best fisherman (*tangata tau matua*), who was usually also the oldest man of the group, became captain. His was the canoe that always shot the reef passage first. The next canoe to follow had the next oldest man of the *notanga* as captain, and so on for all the canoes of the *notanga*.

226 763 431 Besides having care of the canoe and fishing gear, the captain of each canoe was responsible for providing bonito hooks. He had to provide one hook for each member of the crew, including himself; in a six-seater canoe the captain went fishing with six bonito hooks on his bonito rod. If, while the canoe was fishing, a storm arose that seemed likely to break the canoe up, the captain gave to each member of the crew one bonito hook from those on his rod. Each man tied his hook around his neck to act as a breast ornament (*yana*); were the men drowned thereafter, each went to his death provided with his death ornament. If there were too few hooks to go round the crew, as might sometimes happen if hooks were lost from the line while fishing, the captain gave to those without hooks any article of value in the canoe—a section of lumber rope or ordinary single-piece hooks. In this way no member of the crew lacked a death gift. The theory behind this was that the captain was responsible for getting together his crew, for their safety in this life, and for their dying at sea as well provided with gifts as if they died on land. To give out the gifts was *vaekayawa*, and the gift itself was *yana*, as distinguished from the death gift on land, *vaetanga*.

Ate fishing was a somewhat perilous occupation because the canoe might press out far from land in pursuit of a shoal of fish and, caught in a storm, be unable to make a landfall again.

226 [782] The canoes of the *notanga* left the village early in the morning. As they passed the rock called Te Ulu-o-mate-o-te-tahitahi, which juts out of the water opposite Yato village, the captain placed a *malie*, leaf, or simple ornament leaf on this rock as a gift (*vaetuaivao*) to the god Matahi-tahangi, that the god would give the canoes good fortune. It was tapu for any canoe going across the reef to scrape the bottom on the coral. If a canoe did this, it could not proceed further but had to return to the village without fishing during the day. Rain drives away bonito fish from the surface, and if the canoes did not sight fish after patrolling for some time, it was permissible for them to return to the reef to rest. All the crew, save only the lowman, might step out on the reef and walk about; if the lowman forgot the tapu and stepped out, the whole crew had immediately to return to the village without further delay, even if sometime a shoal of fish had been sighted. If this tapu was disobeyed, the canoe was likely to be destroyed by lightning. When the victims of such a mishap as the breaking of a tapu returned to the village, they were greeted with insults and labeled *ngongo ate* (stinking ngongo birds). The theme of the crew was great if later in the day the other canoes of the group returned loaded with *ate* fish.

226 [825] Bonito was not regarded as a fish (*ika*) but as an animal (*manu*). Fishermen learned bonito schools by the flocks (*manu*) of seabirds following them. Canoes trolled up and down outside the reef. The captain sat against the bonito rod, which was sup-

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851 195 I have no data on how the child begins to talk. Old women say that the first words that the child utters are "ope ope" (meaningless). It was noticed that children learning to talk tended to repeat words, phrases and sentences used by older children in their presence. Baby talk is never used by adults when speaking to an infant or child. Mothers could give no vocabulary of words generally mispronounced by children in their efforts to speak, and none was noticed. The only abbreviation that mothers could think of was the word "iiko" instead of "titiko" (defecate).

834 The child is mainly cared for by its mother. The father has no specific functions to perform. He is no less sympathetic and lavish in his affection for his child, and cares for the child whenever it is necessary or convenient. There is no antagonism or conflict between the two parents as to the care of the child, which is looked upon as belonging equally to both parents who harmoniously tend its needs. Older siblings take care of the child only when the parents are absent and then only for short periods.

Weaning

862 Careful analysis shows that there are two types of treatment in the weaning of the child:

The first is used if the mother becomes ill, or if her milk fails, or if, she becomes pregnant while the child is still feeding at the breast. In such case, the child is suddenly and immediately removed from its mother's presence and care, and placed entirely in the care of a feeding parent, usually father's sister or mother's mother. This process is called **vakaeeto** (to break off). It is complete and absolute. The feeding parent nurses the child day and night, feeding it coconut water from a coconut shell, or grated coconut flesh and grated taio. She carries the child about most of the night, which is considered the most difficult time to keep the child pacified. Mothers say that this weaning process takes a week in the case of the most easily weaned child and as much as two weeks in the case of a fretful or difficult child. Whatever the length of time, the child is kept completely separated from its mother.

862 852 866 The second method of weaning is a more gradual process. The child is taken to feeding parents in another village and left with them for a day at a time. It is fed coconut and taio. The feeding parents fondle it and try to keep it happy and satisfied without its mother. This occurs once or twice a week over a period of two months, the mother meanwhile trying to accustom the child to solid foods, feeding him coconut and taio before giving the breast. By the end of these months the child is walking, and is encouraged to identify itself with the activities of its siblings, to play away from its mother as much as possible. More and more the mother refuses to give it the breast at its demand, so that finally weaning is accomplished by a series of gradual steps in which other interests and other foods gradually assume an importance in the child's mind, the food gaining status and prestige through being associated with a group of elders with which the child definitely wishes to be identified. It is probable that hesitations over taking the steps of the weaning process are overcome also for the child by ridicule directed toward it by his elders.

Education

871 868 Formal education of the child is markedly absent in Pukapuka today as formerly. There was no institution comparable to the "house of learning" of other Polynesian communities, nor was there a dichotomy of education, formal or informal, based on class distinctions. All the child needs to know

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in later life is absorbed from his association with his elders in their everyday crafts and tasks. Boys and girls learn to climb coconut trees, and both accompany their elders to the talo beds where they learn talo culture. While the boy associates with his male elders and absorbs a knowledge of fish and fishing methods, the girl stays with her adult female relatives and learns the preparation of foods and the plaiting of baskets, food containers, mats, and clothing. No one particular relative is more concerned with the education of the boy or girl than any other relative. Due to the vagaries of household membership and adoption, a child will learn from any related adults in the household.

It may well happen that where there are no boys in the family, or where there are no girls of appropriate age, the roles of the boy and girl will be for the moment reversed.

Thus, Pita, the eldest son in a family of six children, performs more household tasks than most other boys of his age (10 years). His daily duty to feed the pigs is one usually performed by adults. On Saturday, the great day of the week for food preparation, Pita regularly grates coconut for his mother's Sunday talo pudding, doing this in the morning while his mother and his young sister are away in the talo beds. Similarly, because there are no boys in her household, the little girl, Akakino, often accompanies her grandfather when he fishes from his canoe in the lagoon, helping him to bait the hooks, and takes a boy's share in the fishing activities of the household.

The use and control of fire is learned very early. Almost from the time they start to walk, little children carry burning coconut spathes from one cook house to the next.

One woman sends her grown daughter to get fire. The girl is accompanied by her brother, just learning to walk. When she lights the torch, he cries out for it. She gives it to him, and holding it at the proximal end, with the distal end resting over his shoulder, the little boy toddles home with the flaming brand. Three-year-old children are ordinarily sent off to get fire. They confidently put their piece of dried leaflet in any fire that is already burning, wait till it ignites and then stroll home very nonchalantly, carrying the torches over their shoulders or waving them in the air to produce a shower of sparks. The children have certainly no fear of fire and show great confidence and skill in its use.

In the more skilled men's crafts—the making of looks, houses, canoes, nets, and fishlines—a boy learns today as he learned in the past, through watching and imitating an expert, either someone in the same household, often his grandfather, or one of the older men of the village group. The older men, being largely released from the necessities of daily fishing, have time for crafts. An interested boy or youth watches the older person at work, and is given at first simple tasks, later graduating to the more difficult skills under the tutelage of the old master. During the days when a village is preparing for a fishing contest, the boys and men sit about together and make or repair in common the fishing gear to be used for the contest. In this way the young people learn all there is to know about the making of fishlines, sawbow lines, and fishhooks, and are told whatever else of the arts

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868 of fishing there is in tales and chants. Similarly, in the learning of the old
533 chants and songs, practices are held before some village contest, and the
245 village group of men and women, young and old, sit up throughout the night repeating time and time again the songs and chants which are to be sung at the conclusion of the contest. At the present time, when the villages go to the reserves to make copra, the opportunity is taken to alternate nights devoted to the practicing of chants with the nights devoted to the customary hymn practices.

PUBERTY

304 No surgical operation or physical manipulation was performed on the Pukapukan boy or girl. A foreskin naturally stretched back from the glans was considered a shameful abnormality (*luma*) because it gave the appearance of circumcision. It was a matter for joking among the girls and caused much sorrow to the boy affected. One reference only to circumcision occurs in the folk tales (p. 54).

841 The occurrence of the first menses is spoken of as the opening or piercing
864 of the body (*na pu*).

145 Though her mother does not tell her in advance what to expect, a girl is never-
881 less well informed from discussion with her older girl friends. When she finds herself menstruating (*toto*) for the first time, she says to her mother, "I aku na toto" (I am bleeding). Informants say that a girl is naturally frightened (*mataku*) or ashamed (*wakama*) when she first discovers she is menstruating. Cramps are common in both stomach and back. Periods range in length from three days to a week. The menstrual pad (*pulu tautape*) consists of several coconut husks pounded soft and tied with a piece of coconut fiber. Each pad is disposed of in a separate hole dug on the beach for the purpose. There is no fear of the blood. The method of disposal is merely a convenient way of getting rid of soiled objects. A woman does not have sexual intercourse during the menstrual period, on pain of becoming ill from having the blood "pushed up into her chest"; but there is no tapu on her activities or contacts with members of the household. No physical explanation is given for the facts of menstruation. If a young girl commences to menstruate before her mother considers that other signs of physical maturity warrant it, the mother is angry with the girl because this indicates that she is already having a love affair with some man or is, at least, already interested in the opposite sex. Molingi said, "Girls who do not interest themselves in men do not start to menstruate until later on when they are older and ready to marry. Girls who menstruate too early have an undue fondness for men."

841 Two types of physical therapy are used in cases of menstrual trouble. For menstruation prolonged beyond the average four days, the blood is washed away from the pudenda, and the parts bathed in hot water. For delayed menstruation marked by pain, the body is bathed in cold water, either fresh or salt, to cool off the body; and the abdomen is then pressed (*lomilomi*) until menstruation commences.

886 Informants could not explain the recognized connection between the ces-
[843] sation of the menses with pregnancy, nor could they explain the physiology of the menopause. This is referred to as the closing of the blood flow by the

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226 621 In *reef-fishing contests*, groups of three men, one man from each village, fish from separate locations along the reef for two successive days, stopping each evening at a mutually decided time. Each day's catch is taken to the village, the heads cut off and counted. Formerly the fish were counted on the meeting place of the old men. The village with the greatest number of heads wins the contest and has the right to chant and dance on the third day.

226 574 568 Flying-fish contests are held at night, usually for one night only. The fishing procedure is given elsewhere (p. 58). The canoes come back in the small hours of the morning and anchor in the lagoon. The crews come ashore, leaving one man on each canoe as a guard. In the morning the canoes are beached and the catch counted. The fish are cooked for a feast on the following day, when the winning village has the right to chant. During the season for flying fish the young men engage in netting practice (*tautau pewa*) on the beach each evening. The practice nets are made from the aerial roots of the pandanus (*yuka* variety). The "fish" are pandanus keys. One man kneels on the sand with a pile of keys before him. One or two netters stand facing him about 15 paces away with nets in their hands. The thrower tosses the keys very quickly with one or both hands towards the netters, who attempt to catch them as they come flying through the air. Older men comment and give advice to the more inexperienced. The practice is considered as much a game as a serious preparation for the fishing by keeping the eye in training and maintaining skill.

224 776 782 Formerly the village men consulted the gods of the paternal lineage to procure good luck in deep-sea fishing contests (*malawa*). It was believed that the gods would order their attendant spirits to send the fish to the canoes of one village only, at the same time barring the fish from the canoes of the other two villages. As this was a challenge to the gods of the other villages to break down the barriers surrounding the canoes, each contest became a test of the powers of the gods of the respective lineages. The modern Pukapukan holds to this old pattern when the men of each village come together for a prayer meeting before each day's fishing (as they do for all other contests), and when one man of the fishing fleet offers up a prayer before the lines are dropped overboard.

226 Before an exhibition deep-sea fishing contest no deep-sea fishing was done for five days. On the first of these five days the men of each village met together to arrange canoe crews, and on the succeeding days they continued to meet to repair fishing gear. On the night before the contest the Yato men fished in their fishpond for *aou* (milk mullet) to use as bait; Ngake villagers went to Motu Ko to catch *atule* (herring) for the same purpose. On the morning of the fishing contest, the men collected other bait for the regular fishing. The trolling canoes (*vaka tahatahi mamao*, distant circuit canoes), which are a regular feature of these contests, were away by 3:30 a.m., one from Yato and one from Ngake but none from Loto because that village controls no section of reef or fishing pond from which it can draw trolling bait.

224 262 The trolling canoes are fully manned six-seater canoes (*yakoono*). They leave the reef by the passage and circle the atoll from north to east. Then they come back to the passage and circle the atoll from south to east, trolling for bonito and *pola* fish and looking for turtles. They join the fishing fleet on the fishing ground (*pakehe*) at about 3:00 p.m. and fish with the regular fleet for the remainder of the day. Their circuit of the atoll is made on both fishing days. The wife or other female relative of the captain of each trolling canoe provides the food for the canoe crew. Called the *pakupaku*, she prepares quantities of the taló dish *likoliko*, which she puts in the canoe each morning before the start. The canoes troll with bonito rod and hooks and with hand lines. When the crew rest from paddling, they fish with hand lines. All the countable fish caught by these canoes go to the general pile of village fish, but smaller fish left over after the canoe crew has eaten raw as much as they wish while in the canoe, must be given to the *pakupaku* in return for her food. Membership in the crew of a trolling canoe is no light honor. The two days' circuit round the atoll is a task for brawny paddlers only, especially if the trolling is without much success; and the crew earn well the after-contest rest.

[554]

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854 the temptation of watching a group of her companions playing games on the beach. Then
[857] she carries the infant along with her, comforted gently in her arms.

As the infant grows older, it is gradually stripped of its baby coverings and lies naked on its mat. It then spends most of its time lying, sitting, and wriggling round beside the mother while she sits at her cooking or mat plaiting or else asleep within the cool house a few feet away. At this early age the child is good humoredly cleaned whenever it soils itself. Any older person in the household, male or female, who happens to be near the child at the time
853 performs this task. Besides being fed whenever it shows signs of hunger, the child is always
868 given the breast to comfort it and pacify it whenever it appears frightened or in pain. The child is comforted and petted in this way whenever it falls during the process of learning to walk.

572 The household into which the child is born consists on an average of between six and seven persons. The basis of this group generally consists of the biological family of mother, father, and one or more children. The most common additional member is generally an adult son's wife. Thereafter adopted children and relatives of almost every possible degree of relationship help to add to the group's number.

The composition of this household remains relatively stable throughout the child's life. Such breaks in the social fabric as death, marriage, divorce, birth, adoption, weaning cause a slight rearrangement of numbers, rarely of fundamental composition. Children practically
[591] never change their residence or feeding house among a larger kindred group according to per-
854 sonal whim. It may be noted from this that the Pukapukan child is brought up in a definite
593 type of household group; its contacts while young within the household are rather narrowly defined in range. The child is mainly cared for by its mother. The father has no specific duties to perform. He is sympathetic and lavish in his affection for his child, caring for it, however, only when it is necessary or convenient. During much of its waking life the infant is fondled and carried by any male or female relatives or friends who happen to be visiting or working at the parents' house. Authority over the infant is largely focussed in the mother. Love, dependence, and affection on the other hand tend to diffuse themselves among many members of or visitors to the household. This fact and those patterns relating to infancy already given may well be emphasized because they do suggest that up to the time of weaning the infant is enabled to develop emotional attitudes that give the utmost possible psychological security. And this security stands the infant in good stead not only throughout the gradual process of building up its early habit patterns, but also at the time of weaning. Pukapukan infancy up to the time of weaning, that is, seems to be marked by a very minimum of frustration in regard to basic physiological and emotional needs.[9]

[9] In Polynesia, we also strongly suspect, but cannot demonstrate, the fact that the lineage-(here a [illegible] lineage) extends and deepens the sense of belongingness and safety secured first by the infant from a mother's cuddling. Besides its many sociological functions, therefore, the Polynesian lineage tends to serve as a psychological device in this culture whereby a security and place of belonging are obtained by the child which transcends the immediate confines and experience of the family household. Compare Beaglehole, *op. cit.*, pp. 209–33; James S. Plant, *Personality and the Cultural Pattern* (New York, 1937), pp. 152–73.

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861 seen or heard, then the children have the utmost freedom to explore at leisure their brave
848 new world of physical events and human relationships.
857 By the time the child has reached the age of about ten years the gangs have become single-sexed and the responsibilities and duties of fitting into an adult world begin to limit their earlier freedom. Boys and girls go around in their own gang groups whenever they have time or the opportunity. But now much of their activity is devoted to learning adult tasks through more constant association with adults. While the boy associates with his older male relatives and absorbs a knowledge of fish and fishing, of such male craft activities as the making of hooks, houses, canoes, nets, and fishlines, the girl stays closer at home with her adult female relatives and in turn learns the preparation of foods and the plaiting of baskets, food containers, mats, and clothing. Attitudes both central and incidental to the Pukapukan psy-
867 chology of the sexes also tend to sink deeper and stabilize themselves at this period, both boy and girl learning, by largely unconscious repetition, the specific attitudes of their own sex and absorbing from example, talk, and gossip expectancy attitudes in regard to the behavior, feeling, and thinking of the opposite sex. These attitudes receive a fairly explicit exemplification in the old chants that both sexes learn by heart for recital at recurring festival occasions. After puberty the young take every opportunity (opportunities are generally many and easily come by) to school themselves in the sex patterns of their culture by processes of experiment that end with the more stable relationships of marriage.

861 It is in the pre-puberty period in particular, however, that there is a hardening of dis-
858 cipline and control which seems to come as a shock to many children. For children of this age, girls as well as boys, physical beatings are common. Children are whipped with apparent severity—though the onlooker must sometimes be deceived into assuming that loud shouting and wailing accurately indicate intense pain—for various types of activity which either parent or other relative of equivalent status in the household interprets generally as disobedience to commands or laziness or lack of expected skill. These beatings are given mostly by the older women of the household. Their long range effect and the discipline they subserve are probably of a dual nature. The control, that is, tends to jolt the child out of an earlier freedom attitude; it also hastens the fuller participation of the young person in adult economic activities, thus increasing the productive economy of both the household group and the close-knit village community. With the acquisition of adult status, marked formerly by ob-
884 serving simple group ceremonies and the formal donning of waist girdle or woman's kilt, the young person is considered a full-fledged adult member of the community: eligible to marry, to receive adult food shares in village food divisions, to perform all the economic duties associated with the age grading of young adults. The gradual process of learning the ins and outs of Pukapukan culture is now, in theory at least, well on to becoming a finished task.

III

841 So far the pattern, as it has been stated, has run itself along with an easy but, of course, deceptive simplicity. Mention of stresses and strains incidental to the process of becoming